

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for *Adventures of Tom Sawyer*

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“Tom Sawyer’s Front Page News”

LESSON PLAN for The Adventures of Tom Sawyer	
Concept or Topic: Creating a front page newspaper using information gained through the reading of <i>The Adventures of Tom Sawyer</i>	Suggested Grade Level: 4th Grade (can be modified for other levels)
Subject: Reading Comprehension/Writing	Suggested Time Frame: 6 days (55 minute lessons)
Objective(s): 1. The Fourth grade students will create an article from <i>The Adventures of Tom Sawyer</i> including at least three paragraphs with at least five sentences in each paragraph. 2. The Fourth grade students will create a classified ad selling an item depicted in <i>The Adventures of Tom Sawyer</i> with at least three details of choice item. 3. The Fourth grade students will construct an obituary of a character in <i>The Adventures of Tom Sawyer</i> with at least four identifying details of the character of choice. 4. The Fourth grade students will sketch a picture that portrays a scene from the book, <i>The Adventures of Tom Sawyer</i> with at least one caption referencing the picture. 5. The Fourth grade students will create the front page of a newspaper which includes at least 6 components.	
Missouri Learning Standards: Reading.2.A.Fiction.Grade4.b. describe the personality traits of characters from the thoughts words and actions. Reading.2.D.IndependentText.Grade4.a. reading text that is developmentally appropriate; b. producing evidence of reading.	

Writing.2.B.Informative/Explanatory.Grade4.a. introduce a topic sentence in an introductory paragraph; **b.** develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations; **c.** use specific, relevant and accurate words that are suited to the topic, audience, and purpose.

Assessments:

- Each student's newspaper will be assessed by a teacher-created rubric. (Attached)
- Comprehension of the book will be informally assessed by "I Have—Who Has?" Activity. (Attached)

Vocabulary: (Tier 2 words)

Vocabulary words will be introduced to the students on the day the word is used. The teacher will explain the word and use the newspaper as a hands-on definition.

- **classified ad**
- **obituary**
- **column**
- **advertisement**
- **quote**

Subject Area Integration:

- Language Arts
- Reading
- Art
- Technology

Background Information:

- The students will have already read *The Adventures of Tom Sawyer*, through independent reading and teacher read-alouds.
- While reading the book, teacher will provide a copy of a current newspaper and a copy of a newspaper from 1900s. Compare and contrast these two newspapers. Noted are the columns, classified ads, obituaries, illustrations, and headlines.
- Teacher will provide background information on Mark Twain becoming a typesetter at age 11 for various newspapers.
- Teacher will have explained what a typesetter is and provide pictures of typesetter cases.
- After the book is read, the class will take a field trip to various Mark Twain sites in Hannibal.
- Fourth grade class is knowledgeable in skills needed to complete this unit on their chrome books.

Materials:

- *The Adventures of Tom Sawyer*
- Newspapers past and present
- Scoring rubric
- List of questions for activity, "I have, Who has?"
- Chrome books
- Promethean board

Technology:

- Newspaper template: <http://www.educatorstechnology.com/2013/06/2-beautiful-templates-to-create.html>
- Pictures from the class' Mark Twain fieldtrip: shared online
- Advertisements: google search - Newspaper slave advertisements 1900s
- On-line Twain pictures: google search – Relevant picture for the time
- Mark Twain quotes: http://www.brainyquote.com/quotes/authors/m/mark_twain.html
<http://www.twainquotes.com>

Related Twain Quotes/Passages:

“It has become a sarcastic proverb that a thing must be true if you saw it in a newspaper. That is the opinion intelligent people have of that lying vehicle in a nutshell. But the trouble is that the stupid people -- who constitute the grand overwhelming majority of this and all other nations -- do believe and are moulded and convinced by what they get out of a newspaper, and there is where the harm lies.” - "License of the Press," speech, 31 March 1873

“I hate editors, for they make me abandon a lot of perfectly good English words.”
- *Abroad with Mark Twain and Eugene Field*, Fisher

Lesson Sequence:

Unit Hook/Intro: Tell the students to imagine they are living in the time of Tom Sawyer. Have the students close their eyes (shades drawn) and tell the students that Becky & Tom are lost in the cave. Turn off lights and teacher says, “They have not been seen in three days.” Turn on lights and teacher says, “You were not there, but your job is to find out what happened to them.” As a newspaper reporter, you want to be the first to find out. How will you find out what happened? Are they still alive? Are they hurt? Lost? If this happened now, in today’s world, how would people learn of this event? Television, internet, and newspapers. Newspapers were an important way to learn of happenings and current events in Tom Sawyer’s day. So, we are going to learn about the various parts of the newspaper.

Teaching of the Concept(s):**Day 1 (55 min)**

Intro: Introduce what a “headline” is and show a few examples. Lead a discussion of many events that occur in *The Adventures of Tom Sawyer*.

Suggested Questions: Have students think about their favorite event, and ask what their headline might be for that event. Tell students to keep in mind that they will be writing about that event so make sure their event is big enough to write three paragraphs with at least five sentences in each paragraph. They will be given a rubric of what is expected in this entire unit. (rubric attached)

Learning Activity: Students will explore options by revisiting the book. They will brainstorm big events to decide what they will use as their headline news story. Students will then begin writing their three paragraphs describing their chosen event. Upon completion of their rough draft, students will pair up and peer review each other’s papers.

Homework: Students will revise and write their final copy of their headline news story and submit to teacher via Google Chrome.

Day 2 (55 min)

Intro: Review what a classified ad is. Show the students the classified ads in a local newspaper, specifically the “For Sale” classifieds. Discuss some things the students find that are for sale and talk about what is listed in the ad about said item for sale. For example, how much did it cost, how old is it, size, etc.

Suggested Questions: Have the students pretend they are in the days of Tom Sawyer and they want to sell an item to make a little bit of money. What are some things that could be sold in the 1900’s that the students read about in the book?

Learning Activity: Have the students pair into groups of 2-3 and discuss things they could sell in the 1900’s that are in *The Adventures of Tom Sawyer*. When the group has a list of items, each student will choose one item to use to create their own classified ad. Each ad should include three details for their item. After they have written the rough draft of their ad, students will return to their groups to share their ad. Students will help each other proofread their ads.

Homework: Students will revise and write the final copy of their classified ad and submit to teacher via Google Chrome.

Day 3 (55 min)

Intro: Discuss with the students what an obituary is. The students will look at the local newspaper to see examples of obituaries. Discuss information the students found in the obituary. For example, dates, age, name, did they have children, etc.

Suggested Questions: Have the students think about what they would want included in their own obituary.

Learning Activity: Have the students independently choose a character to write an obituary for. Each student will write a descriptive column including important details about said character. When finished, teacher will approve and give suggestions for revision if needed.

Homework: Students will revise their character’s obituary and type their final copy and save in Google Chrome.

Day 4 (55 min)

Intro: The teacher will show the students the page of the local newspaper that has an eye-catching picture on it. The teacher will ask the students what is the first thing they notice on the page. Hopefully the majority says the picture. This will lead into a discussion about pictures in newspapers. The teacher would then talk about what a caption is and the students would locate some captions in the local newspaper.

Suggested Questions: Ask the students if they like seeing pictures when reading. Have the students think about if there were no pictures in books or newspapers. Would they like that? When they do see pictures in the newspaper, how can they tell what the picture is about?

Learning Activity: The students will think about a picture they would like to draw to add to their newspaper. This picture will be captioned so the students will need to draw something that has significance in *The Adventures of Tom Sawyer*. The students will have time in class to draw the picture.

Homework: Teacher will have scanned each student's picture into Google Chrome and students will add a detailed caption to their picture.

The students will find an additional 1900's picture online by Google searching the type of picture they want to add. For example, student may Google steamboats. Students will save the picture to Google Chrome.

Day 5 (55 min)

Intro: The teacher will read some famous quotes from Mark Twain. The teacher will then discuss other parts of the newspaper such as advertisements.

Suggested Questions: Ask the students why they think there are advertisements in the newspaper. Discuss the pros and cons for advertising. Discuss the differences in things that were advertised in the 1900's from what is advertised today.

Learning Activities: The students will use prior knowledge of computer skills to locate famous Mark Twain quotes by using:

http://www.brainyquote.com/quotes/authors/m/mark_twain.html

www.twainquotes.com

The students will use prior knowledge of computer skills to locate an advertisement from the 1900's by Googling "newspaper advertisements of the 1900's."

Homework: The students will go back to the sites that were talked about in class and choose his/her favorite Mark Twain quote and an advertisement from the 1990's and copy and save it to Google Chrome.

Day 6 (55 min)

Intro: The teacher will bring up the site that the students will use to compose their newspapers on the promethean board and demonstrate how to copy their saved articles, ads, pictures, etc. into the newspaper template.

Suggested Questions: Ask the students to think about how much time it took Samuel Clemens to type set the articles. Then think about how long it took them to create their articles and how easily the teacher just demonstrated copying and pasting to a page.

Learning Activity: The students will retrieve their saved information and get ready to create their very own newspaper!

Homework: The students will now copy and paste their newspaper information to the template at below website:

<http://www.educatorstechnology.com/2013/06/2-beautiful-templates-to-create.html>

Suggested Follow-Up Activities:

- Watch the movie *Tom Sawyer* (1973). After the movie, have a discussion on the differences between the book and the movie using a Venn diagram.
- Visit the local newspaper for an informational tour.
- Introduce the students to Norman Rockwell and have the students create a full-sized color poster depicting a scene from *The Adventures of Tom Sawyer*.
- Read the sequels to *The Adventures of Tom Sawyer*. Sequels are: *Tom Sawyer Abroad* and *Tom Sawyer Detective*.

Tom Sawyer's Front Page News

Scoring Rubric

Name:

Category	4	3	2	1	Score
Headline news	Catchy headline. The article contains at least three well-written paragraphs. Each paragraph contains at least five well written sentences.	Contains a headline. The article contains three paragraphs. Each paragraph contains at least three sentences.	Contains a headline. The article contains two paragraphs with some sentences in each paragraph.	No headline or The article does not have more than one paragraph.	
Classified Ad	Ad contains the words "For Sale" with at least three descriptive details.	Ad contains the words "For Sale" with at least three details.	Ad contains at least two details.	Ad contains one or no details.	
Obituary	Obituary contains person's name with four more supporting details about character in well-written sentences.	Obituary contains person's name with at least three supporting details about character in well-written sentences.	Obituary contains person's name with two supporting details.	Obituary does not contain a name and has two or fewer details.	
Sketched picture	Drawing is neat. It appears that the student put a lot of effort into the drawing. Caption is creative and depicts picture.	Drawing is fairly neat. It appears that the student worked hard. The caption describes the picture.	Poor quality of work. Caption is unclear.	Very messy picture, hard to see. No caption.	
Quote & Advertisement	Newspaper contains a quote. Graphics of ad are properly placed and clear.	Newspaper contains a quote. Graphics of ad are somewhat clear and cropped.	Missing either the quote or the ad and are poorly cropped.	I didn't bother to do it.	
Time & Effort	It appears the student put a lot of time and effort into the paper. Student used class time wisely. Evident student worked at home as well.	Student used class time wisely, but it was evident there was not much done outside of class.	Class time was not used wisely, but student did get the additional work done.	Class time was not used wisely and no additional effort was put forth.	

Total Score:

“I have....Who has?” Questions

Directions: Divide class into groups of four. Distribute a set of cards to each group. The first person reads their “who has” question. The person who has the correct reads her card. This continues until the first person reads her answer. Then groups will switch cards, and this will continue until each group has gone through all the cards.

Print each set (there are 5 sets) on different colored paper.

Red Paper

I have: To charm away warts

Who has: “What is the small island in the middle of the Mississippi River that Tom and Huck visit?”

I have: Jackson’s Island

Who has: “Who took the blame for the ripped page in Mr. Dobbin’s book?”

I have: Tom

Who has: “What keeps Injun Joe from finding Tom and Huck hidden upstairs in the haunted house?”

I have: The steps crumbled

Who has: “Why do Tom and Huck first go to the graveyard?”

I have: Sid

Who has: "Who is blamed for the murder of Dr. Robinson?"

I have: Muff Potter

Who has: "What does Huck do outside Tom's window to summon him to their midnight adventures?"

I have: Meows like a cat

Who has: "Where did Tom and Becky get lost?"

I have: The cave

Who has: "Who doesn't believe Tom's claim that he dreamed about things that occurred at home while he was pirating on Jackson's Island?"

Yellow Paper

I have: Cardiff Hill

Who has: "Whom does Tom encounter in the cave when Tom and Becky are lost?"

I have: Injun Joe

Who has: "What does Tom win when he makes trades for tickets?"

I have: a Bible

Who has: "Who is with Tom when they see the murder in the graveyard?"

I have: Huck

Who has: "Where did Widow Douglas live?"

I have: Friday

Who has: “What happened to Tom and Huck when they learn to smoke?”

I have: They get sick

Who has: “Who decides to have McDougal’s Cave bolted shut?”

I have: Judge Thatcher

Who has: “Who is the only person to hug Huck when the three boys return for the funeral?”

I have: Aunt Polly

Who has: “What day is bad luck for hunting buried treasure?”

I have: Widow Douglas

Who has: "Whom does Tom suspect of spilling ink on his spelling book?"

I have: Himself

Who has: "What is Huck most afraid of when he and Tom return to the cave to find the treasure?"

I have: Injun Joe's Ghost

Who has: "Who is Tom's younger half-brother?"

I have: Sid

Who has: "Who adopts Huck Finn at the end of the novel?"